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## **AN ANALYZING OF USING SIMPLE PRESENT TENSE AND SIMPLE PAST TENSE IN ACTUALIZING WRITING SKILL OF MTS RAUDLATUTTHOLIBIN (RTH) NW PAOKMOTONG**

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### **Abstract**

This study intended to Analyze the use of Simple present tense and Simple Past Tense in Actualizing Writing Skill of MTs Raudlatuttholibin (RTH) NW Paokmotong Students. Which has one classes, it is consist of 40 students but the writer just takes 30 of the students as the sample of this research. To get the data needed, the writer used two research instruments in the form of simple present tense and simple past tense test. The students were given 10 question and five question from ten question asked them to describe some picture and five question again students just translate the sentence from Indonesian to English language. Having analyzed the whole data obtained it is found out that the student's error and student's goal. In the test of simple present tense and simple past tense is considered fairly good with the mean score is 60. Finally, the writer knows the problem of the students and for the next researcher's undertake a large investigation in to the same research is.

*SILABUS@ 2024*

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## **1. INTRODUCTION**

Many people try to learn English because English is important as a communication. As we know, English is as an international language which can be used by all humans to communicate with other people all over the world. With mastering English well, we can be able to get so much knowledge from books, newspapers, magazines and so on so forth because most of them are written in English. Besides that, it is significance and dominant role in the world affair be getting more crucial along with vast growth of sciences and technologies. We realize that the majority of science and technology and other information are written in English. No wonder, many people are motivated to learn this language. That's not all, English in teenagers' environment has been made as a life style to communicate with each other or their friends mainly at educational world.

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Indonesian government realizes the important of English as a communication in globalization era to anticipate globalization championship whether in economic, science and technology even more in educational factor. In education, the government has a set of curricula. It includes the teaching of English as one of the required subjects which is studied from the elementary school until university. Even English is as a compulsory subject at junior and senior high school. The government has also made English as main subject that must be tested on the final examination both in junior high school and senior high school. In 1994 curriculum, English instruction is emphasized on four skills: reading, listening, writing and speaking. To support this case, the government gives facilities to English learners (students) or schools commonly as a motivation for students in learning English like: giving a fund to each school to build language laboratory to support teaching learning process and giving a scholarship to students who have good grade. Thus, it can make students learn English not only theoretically but also practically in mastering English language. In increasing the student's achievement, its better by an extra class because it will influence students' motivation in learning both theoretically and practically (Suryadi Nasution,1985).

However, concerning of English as a foreign language. Most students complain that English is not easy to learn to practice since English is different from Indonesian in its grammatical structure. Grammatical and grammatical knowledge which have been largely confirmed to the morphs sent (Ellis, 1996). It is also remarkable that among a large number of them still confuse in using present and past simple tense in actualizing writing skill. The students learn the language in the classroom are emphasized on the acquisition of linguistic structure as a result of the students may know the rules of the language use, but they will be unable to use the language (Larsen, 1934).

In other hand, most of students still confuse to construct paragraph into a good writing especially in good tenses. As we know that writing skill is so important in formal English language especially in written aspects. Recently we can get many of books are written in English. It means that writing skill must be looked as an important aspect in education, at least students can organize into a correct pattern. Writing is the representation of language in a textual medium through the use of a set of signs or symbols (Robinson, 2003).

Based on the fact above, I am interested to analyze the students' ability of second year in writing skill. In this case, I will analyze actualizing writing skill from Indonesian into English using present and past simple tense. It has purpose to know students' ability in differentiating the use of present and simple past tense. But it rises question whether it is easy for students (eighth grade of MTS RAUDLATUTTHOLIBIN NW PAOKMOTONG).

"Based on the background above, the problem can be formulated as follow": How do the students for the eighth grade of MTS RTH NW PAOKMOTONG use simple present tense and simple past tense in actualizing writing skill? This writing is supposed to find out the students' ability in using and distinguish between simple present tense and simple past tense in actualizing writing skill of the

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eighth grade of MTS RTH NW PAOKMOTONG. The main benefit of this study is looking for an appropriate concept that can be considered by teachers who want to teach English at writing skill level which will include: (a) To inform the English teachers to devise effective lesson and develop teaching material. (b) To inform the students that they have to the lively motivate and active the solute in studying English. (c) To give input for the next researchers in order that they can be more effective in doing their research. The practical significance of this study is intended: (a) The result of this study can be used by English teachers to lead students in learning English. (b) The result of this study can be used by students in learning structure (tenses) more effectively.

### **Materials and Methods**

Grammar is the spinal cord of any language and the user's mastery of it determines his competence and performance in the language. Furthermore, the factors which make teaching and learning of English grammar a serious challenge were also discussed. Recommendations to make grammar teaching and learning less burdensome were also made. Rivers (1988) defines grammar as the rules of a language set out in a terminology which is hard to remember with many exceptions appended to each rule. The writing of a grammar is basically an attempt at systematization and codification of a most of data which may at first sight appear amorphous but within which recurrent regularities can be discerned. The way in which this systematization is approached depends on the convictions of the grammarian about the nature of language. William (1981) defines grammar as an inescapable fact of a language system because it is the set of principles which permit orderly speaking and writing. A grunt may be expression, but it has little to do with grammar. The fact is that grammar would exist even if there were no books about grammar because it is essentially the unwritten agreement among speakers of the language about the Ways they will express idea most efficiently.

The grammar of a language covers such points of use as tenses, spelling, punctuation, agreement, parts of speech, lexis, and structure. Chen (1998) reported that most students have difficulties in the use of English tenses Like wise, Hsin (2003) scrutinized the run- on sentences in students' writings and identified the possible causes using contrastive analysis between English and mother language. Lado (1985) in his contribution to first language interference says: we know from observation of many cases that the grammatical structures of the native language tends to be transferred to the foreign language... these structures that are different will be difficult. The view of Lado is shared by Rivers (1988) who views the first language phenomenon as one of the major sources of learning difficulty to a second language learners are due to be found at those points where the foreign language differs most radically from the native language. First language interference is manifested at the level of phonology, lexis, syntax, and semantics.

### **Concept of structure**

The structure of the language is a set of rules of combining elements in such a way as to make intelligible sentences (Hulse, SH, James D, 1975) what Hulse and James D say is true, because the students will be able to make intelligible. English sentences by combining some elements using the rules of English grammar or structure. So, we can say the structure is needed to combine some words or elements to make good sentences. According to Lado, Grammar is: a memorization of rules, the use of terminology or the analysis of the sentence by the student has been challenged by many and

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relegated by linguistic to minor rule in teaching languages. On the other hand, grammar as the patterns of form and arrangement, including intonation, stress, and juncture the structure by which the speaker of the language communication can not be so relegated. Any one using a language must use its grammar more words without grammar do not constitute a language (Lado, 1974).

Based on Lado's opinion, there are two definitions of the correct application of the help: readers understand easily the expresses ideas in the writing. The readers do not need to think lot, spend much time, and do hard work, on each sentence in the writing. Thus, a writer should have high mastery of English structure in order to be able to make various kind of good sentences.

The writer can combine some sentences into one. The combination of the sentences may not change their meanings. Furthermore, the construction of the sentences combined may not make his readers difficult in understanding the meaning of the teachers. So they must be correct in grammar (Tato and Cerbett, 1967). The writer is when to demand to make his sentences easy for his readers to read and to comprehend the ideas or information expresses. On the other hand, the writer should be able to communicate well his ideas to the readers.

### **How to teach grammar**

Teachers have to support students by providing them with opportunities to communicate in English in various situations similar to real life communications. According to the communicative grammar approach, it is said that to know the form of grammatical structures and their meaning is not enough. The students must be able to use the language learned and language structure must not be taught in isolation but integrated into the four skills of language: listening, speaking, reading, and writing. Grammatical structures must not only be learned at the utterance level but at the discourse level. The students must use and understand the structures in a variety of situations and contexts.

In multimedia for education, it is believed that to integrate technology with the language study can produce an enormous effect on students' competence. It can increase motivation and encourage them to learn languages. In case of computer assisted language learning its lessons are interactive and can illustrate a concept through attractive animations, graphics, sound, and so on. They allow students to progress at their own pace and work individually. Computers provide immediate feedbacks and let students know whether their answers are correct. If the answer is not correct, the program shows students how to correctly answer the question. They offer a different type of activity, so the students will not lose attention. Besides this, they capture the students' attention because the programs are interactive and engage the students' spirit of competitiveness to increase their scores.

Next, computer assisted. Instruction progresses at the students pace and usually does not continue to the next level until the students have mastered the skill. According to the researches on CIA or CALL lessons, it was found that learning by using this kind of material had good effects on students' learning outcomes and also on their attitudes. In conclusion, communicative grammar is important for using languages correctly and meaningfully: it can help people to communicate effectively. In addition, using computer assisted language learning materials as a tool of teaching languages can help students to increase their language ability and to motivate their interest in studying languages.

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## Simple present tense.

According to George E. Wishon and Julia M. burks (1980) in their book “ let’s write English, the simple present tense normally used to performs the following function

1. Express general truth
  - The earth rounds the sun.
  - Coffee comes from Brazil
2. Express customs and habitual actions, often with such adverbial expressing as frequently, usually every day, and so on. It is also the usual present tense form of stative or “private “verbs, such as wish, hope, fear, love, like, understand and know.
  - He always studies very hard
  - She spends every summer in the mountains
3. When used with the verb” shows emphasis
  - I do love you
  - do you write to her?
4. Express command or requests (second person only)
  - Please let me know how you get along
  - Get out of my sight
5. Expresses future time with a future time adverbial
  - He leaves next week
  - Classes begin the day after tomorrow

## Simple Past Tense

According to Thompson, A. J., Martinet, A. V. 1984 in their book, “Practical English Grammar,” the simple past tense is the tense normally use for relation of past events.

- a. It is used for an action completed in the past at a definite time. It is therefore used:
    1. for a past actions when time is given
      - I went to school yesterday
      - I read English novel last month
      - She got some money from bank lat year.
    2. or when the time is asked about”
      - When did you go to School?
      - When did you read English Novel?
      - When did she get some money from Bank?
    3. or when the action clearly took place at definite time even though this time is not mentioned
      - The bus was ten minutes late
      - How did you get your present job?
      - I bought this can in Montreal.
    4. Sometimes the time become definite as a result of question and answer
      - In the present perfect
      - Where have you been?
      - Did you enjoy it?
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b. it is used for an action whose time is not given but which 1) occupied period of time now terminated, or 2) occurred in a period of time now terminated, these may be expressed diagrammatically, thus:

1. I.....I

2. I.....x.....I

Example of type I

- He worked that for four years (but he does not there now)
- She lived in Rome for a long time (but he is not living there now)

Example of type 2

- My grandmother once saw Queen Victoria
- Did you ever hear Mara Calls sing?

c. it is also used for past habit

- He always carried umbrella
- They never drank wine

d. it is used in conditional type 2

- If I had a map I would lend it to you

## **Writing**

Writing is one of four language skill which taught to students who study language generally and study English especially. Writing is integral part of teaching language skill in which writing skill can be hoped to be integrated with the teaching of reading, listening, speaking, as what explained bellow. Teaching English at Junior high school include reading, listening, speaking, and writing skill. They are taught integrated language such as structure (grammar), vocabulary, pronunciation, and spelling. They can be taught to support the increasing of the four-language skill.

In teaching writing, teacher can train, motivate, their students to use what their students have, such as: ideas, massages, feelings, expectation, and language they master (May burry, 1972) "...encourage children to use fully what they have within themselves: ideas, impression, feelings, fears, hope, their imagination." As a productive skill, writing wants the students to be able to discover and to express their feelings, their experiences, and exact language use. In writing, students fell lack of conviction, interest, and good exercise to write, as stated by Proterough "what they may lack is concidence, assurance of interest and appropriate practise" (Proterough, 1983). "... demonstrating that the teacher reads at sympathetic and couraging help, interested in what is being read, not primarily as an error detector or mark giver" (Proterough, 1983)

## **Definition of writing**

The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as asset of practises in formal instructional settings or other environments. Writing skill must be

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practised and learned through experience. Writing also involves composing, which implies the ability either to tell or to retell pieces of information in the form of narratives or description or to transform into new texts, as in expository or argumentative writing. Perhaps, it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of writing down on the one hand, to the more complex act of composing on the other hand (Omaggio Hadley, 1993).

It is undoubtedly the act of composing, though, which can create problems for students, especially for those writing in a second language in academic context. Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. By putting together concepts and solving problems, the writer engages in “a two – way interaction between continuously developing knowledge and continuously developing text.” (Bereiter and Scardamalia, 1987). Indeed, academic writing requires conscious effort and practice in composing, developing and analysing ideas. Compared to students writing in this L2 have to also acquire proficiency in the use of the language as well as writing strategies, techniques and skills.

We can see that writing in a second language is a complex process involving the ability to communicate in L2 (Learner output) and the ability to construct a text in order to express one’s ideas effectively in writing. Social and cognitive factors and learner strategies help us in assessing the underlying reasons why L2 learners exhibit particular writing errors. For instance, the writing problems experienced by Spanish speakers living in the United States may be due to a multiplicity of factors, including the effects of transfer and interference from the Spanish language, and cultural norms (Plata: 1995).

### **Kinds of writing**

According to Oshima and Hogue (1980) writing can be divided into five kinds such are:

1. Descriptive writing  
Descriptive writing is kind of writing which describes about events or something
2. Narrative writing  
Narrative writing is kind of writing which tells about events, experiences to another
3. Expository writing  
Expository writing is kind of writing which explains about things
4. Persuasive writing  
Persuasive writing is kind of writing which persuades people to accept our opinion
5. Comparative and constructive writing  
Comparative and constructive writing is kind of writing which use to compare and differentiate about two or more than two things.

## **2. METHOD**

In this study, the investigator used qualitative method to describe and to know students’ capability in using and distinguish simple present tense and simple past tense. Qualitative research is approach method that is called investigation approach because researchers usually collect the data with face to

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face directly and do interaction with people where the researchers do their research (McMillan and Schumacher, 2003). Qualitative research can also be supposed as a kind of a research that are its inventions are not found through statistic procedure or accounting (Strauss and Corbin, 2003).

Population according to Gay (1985) is the group to which a researcher would like the result of the study to be generalized. The population of this study is the students at eighth grade of MTS RAUDLATUTTHOLIBIN NW PAOKMOTONG. The number of populations is all of students at eighth grade of MTS RAUDLATUTTHOLIBIN NW PAOKMOTONG. The number of population is 40 students which divided into one grade. So, the class consists of 40 students. Before determining the amount of sample, it is necessary to know the meaning of sample. "sampling" is the process of selecting of the number of individuals for a study in such a way that were selected". The purpose of sampling is to use a sample to gain information about population (Gay: 126).

There are 1grade of eighth grade in this school which consist of 40 students and the writer will take 20% of sample. The way of getting sample will be randomly. So, the sample will be 30 students at MTS RAUDLATUTTHOLIBIN NW PAOKMOTONG. These samples will be considered to show the analysis of using present and past simple tense in actualizing writing skill at MTS RAUDLATUTTHOLIBIN NW PAOKMOTONG. Arikunto (1992) says that if subject is less than 100 (hundred), it is better to take all of them. The research will be the result of population. And then, if the amount of subject is more than 100, we can take around 10%-15% or 20%- 25% or more.

The data needed in this research consist of students' ability in using simple and past tense to make paragraphs which will be collected by using test. In administrating the test, the researcher will consult to English teacher of eighth grade for the time schedule of the test and class will be used. The writer would give instruction before how could the students fill written test. The writer give instruction to students to fill written test. Then students' seat will be arranged in order that the students will not disturb each other. Next, defining the test that is going to be tested. After that the writer will give a test to every student and ask them to do the test. Finally, after finishing the test on time that will be provided, students' answer sheets must be collected and students' result will be evaluated rapidly.

Instrument of this study is a test. The test consists of two forms namely: written test and observation. Observation will be done by the writer to gather data needed as systematic notes. Observation is a way of gathering data needed by gathering all documents or information and do systematic notes, Netra in Furqan (2003). The writer will use observation on his research in gathering data as like: understanding about present and past simple tense in actualizing writing skill, the name and number of students at eighth grade of MTS RAUDLATUTTHOLIBIN NW PAOKMOTONG. Written test will be given to the students to measure students' ability in using present past simple tense to make paragraphs. Students have to make two paragraphs where each paragraph must be constructed in simple present tense or simple past tense. First paragraph is about daily activity and it must be constructed in simple present tense. And second paragraph is about students' experience and it must be constructed in simple past tense.



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This research deals with qualitative approach where a descriptive design is employed to process the data. As long as the data found out, analysis will be given and administered. The data will be collected from the result of the students' test. In this case, analyze students' ability in using present and past simple tense in actualizing writing skill or making paragraphs. Mc Milan and Schumacher (2003) said that qualitative research is approach method that is called investigation approach because researchers usually collect the data with face to face directly and do interaction with the people where the researchers do their research.

In analysing data, the writer has to:

1. Giving a written test
2. Identify the mistake or fault in making paragraph using present and past simple tense.
3. Classify of the mistake in making paragraph.
4. Analysing of using simple present tense and simple past tense in making paragraph.
5. making percentage of students' result using this formula

$$n \% = \frac{n}{N} \times 100\%$$

N

n= the number of students errors

N=the number of students

### **3. RESULTS AND DISCUSSIONS**

This chapter will be divided into two parts. The first part is finding that explain about students' writing ability in making paragraph. Then students' grade is classified based on students' ability in writing. In this case, there are two categories that are: Students will be classified into students competent and student's incompetent category in writing. The criteria that is adopted by the writer is the use of present and past simple tense in paragraphs and paragraphs that are made must be based on the topic given. The topics that are offered by the writer in this research namely: first topic is about daily activity where it must be constructed into simple present tense form and second topic is about self-experience that must be constructed into simple past tense form. The second part is discussion of finding.

There are 30 students as a sampling of this research. All of them are first class of junior high school that is selected randomly. They are consisting of male and female students. Based on the results of the students' test, there are many problems and mistakes which are done by the students in constructing paragraph both in simple present tense and simple past tense form.

#### **First problem**

Most of students do not understand the use and differences between simple present tense and simple past tense. They just understand how to construct sentences into simple present tense but they do not know how to construct simple past tense. That is not all; students also do not understand the use of adverb of time that must be used in simple past tense form. With this problem, most of students make mistakes in constructing paragraph more over in constructing paragraph into simple past tense form. Even more, many students were not able to construct paragraph using simple past tense.

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When students are asked to construct paragraph into simple past tense form, exactly students construct paragraph into present tense because it is caused most of students do not know conversion verb one form into verb two form so that their sentences are just still in simple present tense even though some of their sentences are in simple past tense but not all sentences.

I wake up at 06.00 o'clock. I then take a bath..... (In present tense form)

I go to school together my friends yesterday. Then.....(in past tense form)

### **Second problem**

Some of students confuse with adverb of time used in each of tenses. Students do not put adverb of time when construct paragraph either in simple present tense or simple past tense. Students still confuse the adverb of that is used between simple present tense and simple past tense in their sentences.

The following are one of the examples of students' sentences.

I wake up at 05. 30 pm then I pray (present tense): without adverb of time

I went to Sire beach together my family (past tense): without adverb of time

### **Third problem**

Not only kind of tenses and kind of adverb of time which become students' problem in constructing paragraph, but students also confuse with the spelling and arrangement of the word used in making paragraph. Most of them confuse to arrange the vocabularies in paragraph. They often arrange in incorrect position between nouns and adjectives and students also use incorrect preposition in paragraph as well. From explanation and the result of students' test above, there are four students who are categorized in competent category in constructing paragraph both in simple present tense and simple Based on finding before, the content of students' writing relates to the tenses ordered.

### **Simple present tense form**

*A: I wake up at 06. 00 o'clock, then I take a bath and I pray together. After I pray, I and family breakfast together. After that I go to school with my sister. I and friend play with. After that I come in class and join the subject. After at 13, 15 o'clock we go home together. Then I pick up, after arrive in home I lunch, then I take a bath and pray then I take a rest.*

*B: wake up I clean a bad then take a bath then pray after that breakfast then go to school. After arrive school, I sweep friends. Then we study. Go home school I lunch then take a rest. Then I and friend go play after that go home then help after that watch TV. After night I go read al- Qur'an. After that go home then sleep.*

In script A, the paragraph A is more constructive in sentences than paragraph B. paragraph A is more understandable than paragraph B. the arrangement of vocabularies is good in paragraph A. Meanwhile paragraph B many vocabularies are in incorrect arrangement.

### **Simple past tense form**

*A: last week I went to Krandangan beach with my friends. I went by motorcycle together my friend. Before we after at Krandangan, on the way we get an accident, we fall from motorcycle. But we not hurt. After that I and my friend go home.*

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*B: last week, I went to beach batu layar, I go with family, there I see beautiful scenery after that I breakfast together, the was clean I, with brother cool, and I with family I go home.*

In script A, paragraph A is more constructive in using simple past tense form in sentences than paragraph B.

### **The use of adverb of time**

Based on finding before, the adverb of time is essential at kind of tenses used in writing

#### **Simple present tense**

A: Everyday I wake up 05.00 mornings. After that I take a bath then I go to school.

B: wake up at 06.00 o'clock. Then I clean a bed after that take a bath.

Script A is clearer sentence in using adverb of time of simple present tense compared script B

#### **Simple past tense**

A: yesterday I went to music studio for exercise band together my friends.

B; I went to sire beach together my family.

Script A is clearer sentence in using adverb of time of simple past tense than script b

## **4. CONCLUSION**

Based on the finding and discussion previously, the writer can conclude that most of students still confuse to construct paragraph mostly in simple past tense form and they do not understand the use of simple past tense. Students are more understandable about simple present tense form than simple past tense form in making paragraph. More over most of students can not differ the use of simple present tense and simple past tense. Besides that, students do not know the kind of adverb of time both of the tenses. Students also got difficulties to arrange the words used in sentences and some of them write the incorrect word in spelling.

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